

Math Textbook Reviews:

Section 1, August 2014

Publisher: Big Ideas Learning

Textbook Title: Big Ideas Math Algebra I
Grade band: Algebra 1

| Focus Metrics | |
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| A. In any single course, materials are designed so teachers and students spend at least 50% of their time on the Widely Applicable Prerequisites (see Appendix B). | Yes |
| B. Topics from future courses are clearly identified as such in the materials and do not detract from focus. | Yes |
| C. Topics from earlier grades/courses are used to support grade-level work. Content from prior grades/courses is clearly indicated as such. | Yes |
| Does this textbook meet the requirements for focus? | Yes |
| Justification/Notes: Please adjust the following sections to be identified as future course work: 6.2, 6.3, ALL of Chapter 11, 9.5 are Algebra II standards, please label them as such and put the Algebra II standard with them. | |

| Rigor Metrics | |
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| A. For the widely applicable prerequisites, the three aspects of rigor are given full attention: conceptual understanding, procedural fluency, and application. | Yes |
| B. High quality problems and questions designed to invite exploration and support conceptual understanding are included for content standards and clusters that explicitly call for it. A variety of conceptual problems enable students to connect mathematical ideas and representations, and transfer understandings to new situations. | Yes |
| C. Materials support the development of fluency, including opportunities to practice algebraic manipulation and computation, appropriately apply tools, and use technology. Sometimes problems are purely procedural, none are based on non-mathematical tricks or mnemonics. | Yes |
| D. Students are given opportunity to apply mathematical knowledge and skills for standards that set a clear expectation modeling. A variety of grade-level appropriate problems provide students the opportunity to apply mathematical models in a variety of contextual situations using knowledge and skills articulated in the standards prior to or during the current course. | Yes |
| Does this textbook meet the requirements for rigor? | Yes |
| Justification/Notes: This is approved with the understanding that the online access is bundled with the book for the duration of the adoption and not separated for a shorter duration. For example, the book is adopted for six years so the online access MUST be bundled with the book for six years. | |

Were both non-negotiables in Section I met? Yes

Optional Additional Comments from Reviewers:

Math Textbook Reviews: Section 2

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| Alignment Metrics | |
|---|---|
| A. Materials connect the math practices to the content standards in meaningful and intentional ways, preferentially for Widely Applicable Prerequisites. The development of the practice is well-grounded in content and not in isolation. | 2 |
| B. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Problems and activities present opportunities for students to make use of and exhibit the practices as they work on content. | 2 |
| C. Particular attention is given to: MP3 - Construct viable arguments and critique the reasoning of others: Students are encouraged to create and test mathematical arguments, make generalizations and provide justifications, particularly in standards that explicitly call for it, in a manner reasoning appropriate to the grade level. | 1 |
| D. Particular attention is given to: MP4 - Model with mathematics: Students should be given opportunities to apply mathematics learned in novel situations, with an appropriate tradeoff between the complexity and novelty of the problem and the newness of the content they are asked to use. Modeling problems should draw heavily from major work of the grade level or securely-held content, integrated across multiple domains/clusters where appropriate. Standards with explicit expectations for modeling are indicated with a star (*). | 1 |

| Coherence Metrics | |
|--|---|
| A. Connections are made within a course between clusters and domains, where these connections are appropriate and natural, as set forth by the Standards. | 2 |
| B. For materials in a series, content progressions reflect the progressions as seen in the Standards*, including the development of the practices. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the Standards as written. | 2 |

| Usability Metrics | |
|--|---|
| A. Materials support teachers in ways such as the following: planning (including ideas for pacing), introducing lessons, assessment types, vocabulary. | 2 |
| B. Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the mathematics. | 2 |
| C. Materials include supports for all learners, e.g., EL, students who are below grade level, advances students. | 2 |

| Sensitivity | |
|---|-----|
| Please use the space below to note any concerns about sensitivity with this material. | n/a |